

Ventura Unified School District School Plan for Student Achievement



Will Rogers Elementary School

56 72652 6056238

Contact Information:

Vanessa Perez, Principal

vanessa.perez@venturausd.org

316 Howard Street

Ventura, CA 93003

(805) 641-5496



Fiscal Year 2024-2025

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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vanessa.perez@venturausd.org

The district's Governing Board approved this revision of the school plan on June 25, 2024.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Vanessa Perez	X				
Marivel Lopez		X			
Bertha Esquivel		X			
Alondra Dorado Silva		X			
Alicia Delgadillo			X		
Helen McGrath				X	
Amanda Carlson				X	
Jennifer Weir				X	
Maria Arizmendi				X	
Sean Zumwalt				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Council Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Vanessa Perez	X				
Andrew Maxwell		X			
Monica Torres		X			
Maureen Shertzer				X	
Elisa Fuentes Jauarez				X	
Yazmin Gaspar				X	
Number of members in each category	1	2		3	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee
All Staff

Signature of Authorized
Representative

Monica Lopez
Andrew P. Mayfield

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/15/24

Attested:

Vanessa Perez

Vanessa Perez, Principal

5/15/24

Date

Monica Lopez

SSC Chairperson

5/15/24

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

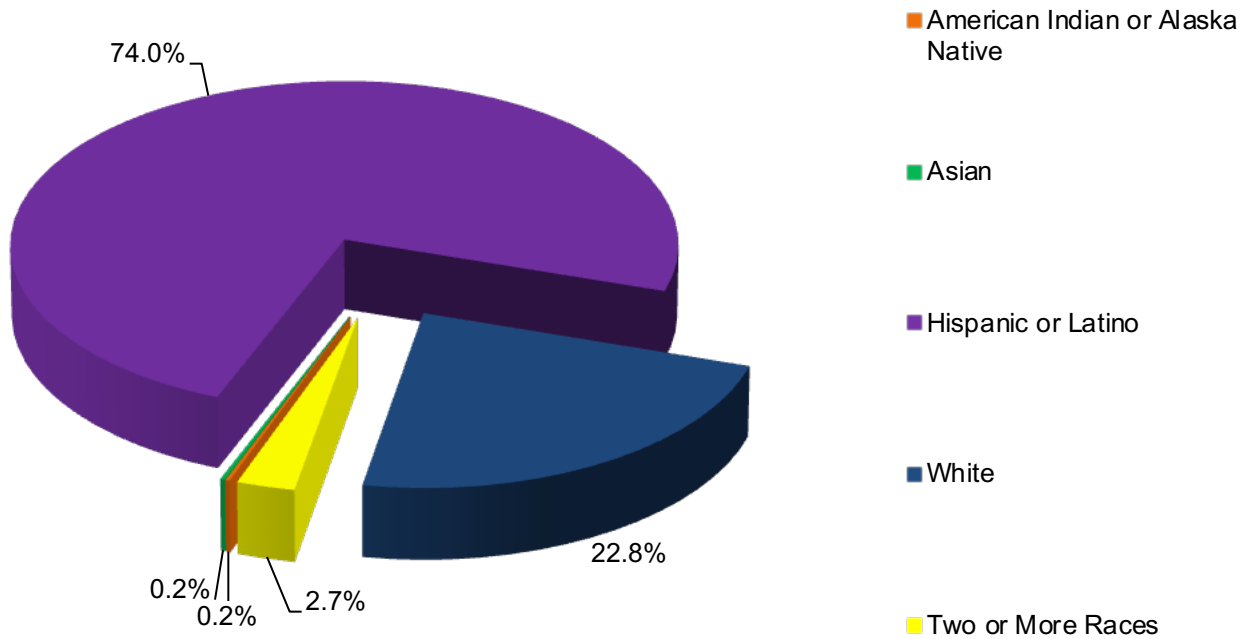
During the 2023-24 school year, Will Rogers served 404 students in grades K-5. Student enrollment included 9.2% students with disabilities, 35.6% English learners, 59.9% socioeconomically disadvantaged, 0.5% migrant, and 2.5% homeless youth. Located in beautiful mid-town Ventura, Will Rogers is a traditional calendar K-5 elementary school that is walking distance to the Pacific Ocean.

Single-family residences along with a few moderate income apartment buildings provide housing for our neighborhood students. In addition to servicing neighborhood children, our school is also home to children from the Ventura Avenue corridor, which is made up of low to moderate-income housing. The school is nestled within commercial enterprises that include several fast food restaurants, retail stores, car dealerships, as well as Ventura's largest retail mall.

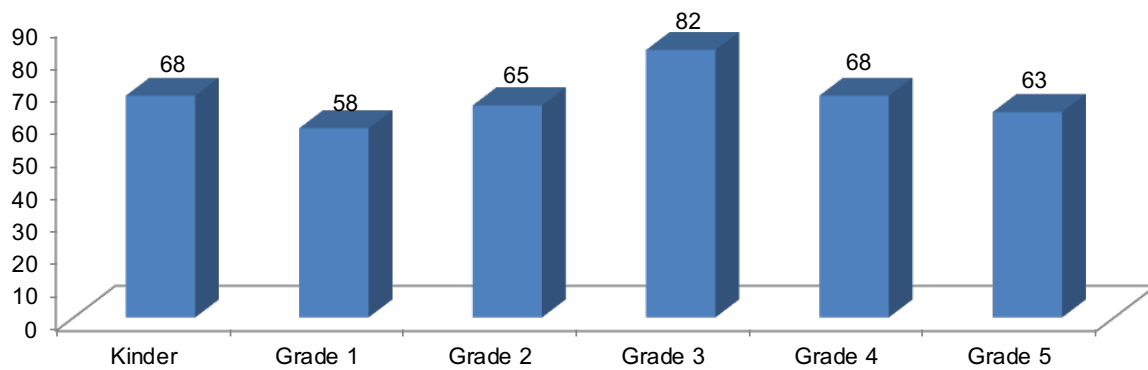
The Will Rogers two-way immersion program serves kindergarten-fifth grade. a Jumpstart preschool with 40 spaces for their morning/afternoon programs. The Jumpstart Preschool located on our campus serves approximately 40 Low-income students from the city. Approximately 25% live in the Will Rogers attendance area while the other 75% come from other areas of the city. The program offers a TWI morning session or afternoon session.

Will Rogers features an Extended Day Kindergarten program (7:55-1:15) and an average K-3 enrollment of 24/1. The instructional program is transitioning from a 50/50 Sequential Two-Way Immersion program to a (90/10 – Kinder to 1st grade; 80/20 – 2nd grade; 70/30 – 3rd grade; 60/40 – 4th grade; 50/50 – 5th grade). All students starting in grades K-5 receive Reading instruction in Spanish. English Language Arts will join Spanish Language Arts in grades 3-5. Will Rogers' 4th grade has an average enrollment of (32) students. 5th grade has an average enrollment of (28). Will Rogers has (3) Kindergarten Dual Language classrooms, Kinder has (3) Dual Language classrooms, 1st grade has (2) Dual Language classrooms, 2nd grade has (3) Dual Language classrooms, 3rd grade has (3) Dual Language classrooms, 4th grade has (2) Dual Language classrooms and 5th grade has (2) Dual Language classrooms.

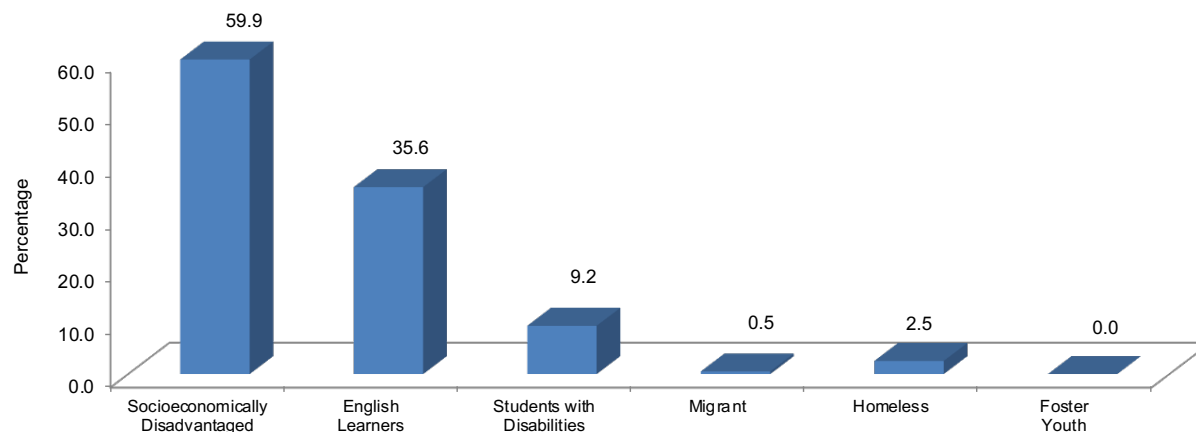
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



Comprehensive Needs Assessment

Will Rogers completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff meetings, grade level meetings, and leadership team meetings, all staff considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - Benchmark Assessment Results
 - Curriculum-based Assessment Results
 - Progress Monitoring
 - CAASPP – English Language Arts, Math & Science
 - Teacher Created Assessments
 - Attendance
 - Staff/Parent Input
 - Suspension/Expulsion Data
 - Theme Projects
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use

integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
 - Pacific High
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary
 - Sunset School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Will Rogers' behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Will Rogers follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Will Rogers' staff follow Lesson One, Asset Development, and Dr. Randy Sprick's CHAMPs programs to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Each program focuses on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

Will Rogers has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship**
- **Positive Behavior & Academic Assemblies**
- **Student Rewards & Incentives**
- **Social Emotional Learning (SEL)**
- **Second Step Curriculum**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Elementary School	56726526056238		

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The purpose of this plan is to address the Schoolwide Program, based off of the Local Control and Accountability Plan and include how we will address the targeted groups identified by our Additional Targeted Support and Improvement status. This is a guiding document to change outcomes for specific groups of students, or in some cases, all students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan aligns the needs of the school and its students, families and staff to the Local Control and Accountability Plan for Ventura Unified School District in meeting the three stated areas of need to improve. The three areas are improved academic achievement, improved student connectedness to school and increased family involvement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Certificate and Classified Staff Meetings	5/15/24
PTA Board Meeting	5/14/24
School Site Council Meeting	5/15/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

We will continue to fund certificated intervention teachers to provide support for our struggling students during the day. We will fund classroom teachers to provide after school enrichment for our basic to low proficient students. .

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	
CAASPP ELA & Math Grades 3	2020-2021 ELA 39%;Math 40% 2021-2022 ELA 35%; Math 46% 2022-2023	increase by 5%; increase met in Math	
CAASPP ELA & Math Grades 4	2020-2021 ELA 31%;Math 27% 2021-2022 ELA 29%; Math 22% 2022-2023	increase by 5%	
CAASPP ELA & Math Grades 5	2020-2021 ELA 36%;Math 3% 2021-2022 ELA 37%; Math 11% 2022-2023	increase by 5%; Math increase by 30%	
MAP Spring 2023 results			
Math	Grade	Below	At/Above
	K	86%	14%
	1st	67%	33%
	2nd	54%	46%
	3rd	58%	42%
	4th	63%	37%
	5th	79%	21%
Spanish Language Arts	Grade	Below	At/Above
	K	Not Administered	
	1st	82%	18%
	2nd	57%	43%

Will Rogers Elementary School	School Plan for Student Achievement Fiscal Year 2024-2025
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	3rd	67%	33%
	4th	Took English Test Only	Took English Test Only
	5th	85%	15%
English Language Arts	Grade	Below	At/Above
	4th	60%	40%
	5th	63%	37%
MAP Fall 2023 results			
Math	Grade	Below	At/Above
	K	69%	31%
	1st	95%	5%
	2nd	56%	44%
	3rd	31%	69%
	4th	59%	41%
	5th	49%	51%
Spanish Language Arts	Grade	Below	At/Above
	K	65%	35%
	1st	76%	24%
	2nd	57%	43%
	3rd	57%	43%
	4th	55%	45%
	5th	62%	38%
English Language Arts	Grade	Below	At/Above
	4th	65%	35%
	5th	54%	46%

Math Winter 2024 MAP Results	Grade	Below	At/Above
	K	72%	18%
	1st	86%	14%
	2nd	61%	39%
	3rd	29%	71%
	4th	55%	45%
	5th	49%	51%
Spanish Language Arts	Grade	Below	At/Above
	K	87%	13%
	1st	70%	30%
	2nd	62%	38%
	3rd	57%	43%
	4th	English Assessment	English Assessment
	5th	69%	31%
English Language Arts	Grade	Below	At/Above
	4th	48%	52%
	5th	51%	49%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All student groups in grades 3rd and 5th in ELA increase by 5%. In Math, all student groups in all grades to increase by 5%, for 1st grade a 30% increase.

Through the use of our Spanish Intervention Teacher, small group intervention will be provided to our students who are below grade level standards in Spanish Language Arts (grades 1-5). Kindergarten and 1st grade paraeducators to support small group instruction. Kindergarten Spanish Language Arts Intervention to start in January, 2024 with the Spanish Intervention Teacher.

Math intervention will be provided to students below grade level in grades 3-5. English Language Arts intervention will be provided to students below grade level standards in English Language Arts (3rd-5th grade)

Collaboration time provided twice a month on Banking Days for each grade level to align goals, teaching materials, and intervention/enrichment plans. The district will provide professional development to all teachers to analyze their classroom data to inform their daily instruction utilizing MAP assessment. They will be able to then be able to better match their instruction to their student levels.

With respect to our EL goal, a bilingual paraeducator works with any newcomers and emerging EL students. After-school program expanded to serve up to 100 students in grades K-5th grades.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Full Time Spanish Intervention Teacher	LCAP Funded
English Intervention Teacher (3rd-5th grade) \$25,936	Title I
Math Intervention Teacher (3rd-5th grade) \$6,445 (9 weeks) \$10,976 (14 weeks)	Supplemental, Site Funds

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged Students (SED)

Strategy/Activity

Decrease the gap between non-SED and SED students on CAASPP.

In ELA 3rd grade 15% or less, 4th grade 10% or less, 5th grade 30% or less.In Math 3rd and 4th grade 10% or less, 5th grade 15% or less

In addition to our intervention during the school day, teachers will be given the opportunity to provide after school intervention in grades 3 – 5 specific to CAASPP Preparation and K-2 after school intervention.

Supplemental Reading Programs will be purchased to address students' reading levels such as Reading A-Z, RAZ Kids Plus, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$32,505, Library Tech	Supplemental
\$3,000, Raz Plus (11 Licenses)	Site Based
\$701, Professional Development	Supplemental
\$561, Materials and Supplies	Supplemental
\$14,323.04, Math Intervention - 16 hrs/wk Nov-Jun (20 weeks)	Supplemental

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bilingual Paraeducator support to address Spanish Language Arts and English Language Development in small group intervention

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$19,207 (.4FTE Bilingual Para)	Title I

Annual Review:**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall we have seen an increase and growth in the areas of English Language Arts and Math. We are making nice progress in Spanish and unfortunately, we do not have State data to compare this to for our school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will use MAP and CAASPP data to look at growth for 23-24 in Fall 2024.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

We normally like to focus on increased attendance and make a goal of 97% or above to optimize student connections to school. However, with COVID guidelines and protocols in place which mandate certain students to quarantine at times, it is impossible to create student attendance goals at this time. We are working as a community for attendance. There will be class goals. Weekly feedback to classes through attendance letters on Fridays for 97% or better attendance. Goal is to spell **ASISTENCIA/ATTENDANCE** over 10 weeks.

Monitor chronic attendance concerns through parent meetings and the SART/SARB process

Plan activities/assemblies/field trips where attendance has historically been an area of concern

Victory Assemblies the first Wednesday of each month to highlight student achievement, Social Emotional Learning and build community.

Book Exchange event the first Friday of the Month to foster a love of reading and sharing book recommendations.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Staff Feedback		
Special Lunch Celebrations		15

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will focus on continuing and maintaining as many activities as possible to increase student attendance and connectedness

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Donations

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Big Buddies program, Big Deals/Little Deals presentations, Second Step Program, Will Rogers Fit A thon, Family Picnic Days, Mindfulness Lessons, Counselor Peer Mediation Program, Cross Country Team, PTA Monthly Family Restaurant nights, GATE classes, My Body Belongs to Me, Habitat Work Days and continued support of a full time bilingual school counselor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 Repeated Expenditure-See Goal #2 Activity #1	N/A
\$45,615	Title 1 (.4 FTE Elementary Counseling Support)

Annual Review:**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, our attendance goal is 97% and we were at 94% for the 2022-2023 School Year. We will have more attendance data in Fall 2024.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Clerical staffing significantly interrupted this implementation of our attendance plan. We will continue to implement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In future years, we will have our school counselor take the lead on attendance and celebrations.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Our focus will be to communicate more effectively to increase parent involvement in all areas. Teachers will personally invite parents to events with low attendance such as ELAC. The focus this year is on parents of our MultiLanguage Learners. This is about 130 Will Rogers Families.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance		

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	Donations
\$1,500	PTA

Annual Review:**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall our parent attendance in activities has increased. Adding a Family Liaison through LCAP Funds has helped in this area.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement our parent education

Budget

Other Federal, State and Local Funds

The School Site Council intends for Will Rogers Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$87,758.00
Title I 2024-25 Allocation	\$5,020.00

Subtotal of additional federal funds included for this school: **\$92,778.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$43,925.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$14,140.00

Subtotal of state or local funds included for this school: **\$58,065.00**

Total of federal, state, and/or local funds for this school: **\$150,843.00**

2024-25 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	70	69	69	14.49%	13.04%	30.43%	42.03%
Male	34	34	34	14.71%	17.65%	17.65%	50.00%
Female	36	35	35	14.29%	8.57%	42.86%	34.29%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	58	57	57	8.77%	12.28%	29.82%	49.12%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	45	45	4.44%	8.89%	31.11%	55.56%
English Learners	29	29	29	0.00%	0.00%	37.93%	62.07%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	70	69	69	15.94%	18.84%	28.99%	36.23%
Male	34	34	34	17.65%	20.59%	26.47%	35.29%
Female	36	35	35	14.29%	17.14%	31.43%	37.14%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	58	57	57	8.77%	17.54%	31.58%	42.11%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	45	45	4.44%	15.56%	37.78%	42.22%
English Learners	29	29	29	0.00%	13.79%	37.93%	48.28%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	64	63	63	12.70%	23.81%	12.70%	50.79%
Male	32	31	31	6.45%	25.81%	9.68%	58.06%
Female	32	32	32	18.75%	21.88%	15.63%	43.75%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	50	49	49	10.20%	14.29%	12.24%	63.27%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	58.33%	16.67%	8.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	39	38	38	5.26%	5.26%	13.16%	76.32%
English Learners	26	25	25	0.00%	0.00%	4.00%	96.00%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	64	64	64	10.94%	29.69%	23.44%	35.94%
Male	32	32	32	6.25%	31.25%	34.38%	28.13%
Female	32	32	32	15.63%	28.13%	12.50%	43.75%
African American	N/A	N/A	N/A	NA	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	50	50	50	10.00%	18.00%	28.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	66.67%	8.33%	8.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	39	39	39	0.00%	15.38%	28.21%	56.41%
English Learners	26	26	26	0.00%	7.69%	30.77%	61.54%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	62	60	60	16.67%	26.67%	16.67%	40.00%
All Students Tested	29	28	28	17.86%	17.86%	17.86%	46.43%
Female	33	32	32	15.63%	34.38%	15.63%	34.38%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	45	44	44	6.82%	22.73%	18.18%	52.27%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	12	12	50.00%	33.33%	8.33%	8.33%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	34	34	34	2.94%	11.76%	20.59%	64.71%
English Learners	25	23	23	0.00%	0.00%	17.39%	82.61%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23


	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	62	61	61	9.84%	6.56%	27.87%	55.74%
Male	29	28	28	14.29%	10.71%	17.86%	57.14%
Female	33	33	33	6.06%	3.03%	36.36%	54.55%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	45	44	44	4.55%	0.00%	27.27%	68.18%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	13	13	23.08%	23.08%	38.46%	15.38%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	34	34	34	0.00%	0.00%	14.71%	85.29%
English Learners	25	24	24	0.00%	0.00%	8.33%	91.67%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

2024-25 Supplemental Funds Program Budget

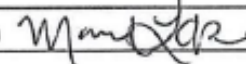
2024-2025 BUDGET**School Site:****Will Rogers Elementary****Program:****Supplemental**

2024-2025 Allocation	\$	43,925.00
Total Available Funding:	\$	43,925.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ -
	Other (J. Meyer 16 hrs/week @ 9wk/math)	\$ 7,056.00
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2401	ESSA pos 2251 .5FTE - Alicia Delgadillo	\$ 23,544.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 1,634.00
	38.06% for Classified	\$ 8,961.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ -
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 2,730.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 43,925.00
Budget Balance		\$ -

Principals Signature: 

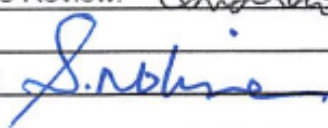
Date: 5/15/24

School Site Council Approval: (Chair) 

Date: 5/15/24

English Learner Advisory Committee Review: 

Date: 5/15/24

Director, Special Projects Approval: 

Date: 6/12/24

2024-25 Site Based Funds Program Budget

2024-2025 BUDGET**School Site:****Will Rogers Elementary****Program:****Site Based Fund**

2024-2025 Allocation	\$	14,140.00
Total Available Funding:	\$	14,140.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ -
	Other(J.Meyer 14 week Math Intervention)	\$ 10,976.00
2000s - Classified Salaries		
2103	Paraed, Extra hours	
2403	Clerical, Extra hours	\$ -
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ 2,542.00
	38.06% for Classified	\$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	
4300	Materials and Supplies	
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 622.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 14,140.00

Budget Balance		\$ -
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Principals Signature:

Date:

5/15/24

School Site Council Approval: (Chair)

Date:

5/15/24

Director, Special Projects Approval:

Date:

6/12/24

2024-25 Title I Funds Program Budget

2024-2025 BUDGET

School Site:

Will Rogers Elementary

Program:

Title I

2024-2025 Pre Allocation	\$	87,758.00
2024-2025 Additional Allocation	\$	5,020.00
Total Available Funding:	\$	92,778.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Intervention Teacher .25 FTE	\$ 16,561.00
	Counseling .4 FTE	\$ 32,866.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed .375 FTE	\$ 14,295.00
	Family Liaison	\$ -
	Other	\$ -
3000s - Employee Benefits		
	Certificated	\$ 19,124.00
	Classified	\$ 4,912.00
Total		\$ 87,758.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	1103 Teachers, Extra hours	\$ -
	1106 Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	2103 Paraed, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	38.06% for Classified	\$ -
4000s - Books and Supplies		
	4200 Books Other Than Textbooks	\$ -
	4300 Materials and Supplies	\$ -
	4400 Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	5202 Conferences/Travel	\$ -
	5600 Rentals and Repairs	\$ -
	5719 Transportation for field trips	\$ -
	5710 Graphics	\$ -
	5800 Contracted Services	\$ -
	5806 Internet Publications/Software (Renaissance)	\$ 5,020.00
6000s - Capital Outlay		
	6400 Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 5,020.00
Budget Balance		\$ -

Principals Signature:

Date: 5/15/24

School Site Council Approval: (Chair)

Date: 5/15/24

Director, Special Projects Approval:

Date: 6/12/24

School-Parent/Home Compact

SCHOOL-PARENT COMPACT

Approved by SSC on 4/24/24

Dear Parent/Guardian:

Your partnership in supporting your child to achieve high academic standards is important. The following suggestions can build and maintain a partnership between you and school staff to share the responsibility for your child's learning. **Please review this School-Parent Compact with your child. This compact may be discussed with you during a parent-teacher conference and as it relates to your child's education.**

School's Responsibility

1. Provide high quality curriculum and learning materials.
2. Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
3. Provide opportunities for timely and ongoing communication between you and teachers through: annual parent-teacher conferences, reports regarding your child's progress, and opportunities to talk with staff, volunteer in class and observe classroom activities.

Parent's Responsibility

1. Encourage your child to attend school regularly
2. Encourage your child to show positive school behavior
3. Review your child's homework and back pack daily
4. Review the school monthly calendar
5. Encourage positive use of your child's extracurricular time
6. Attend parent-teacher conferences, Back to School night, special events
7. When appropriate, participate in decisions relating to your child's education, volunteer in your child's classroom and school if time or schedule permit.

Student's Responsibility

1. Believe you can be successful.
2. Keep your words and actions positive.
3. Ask for help when you need it and remember that the teachers, staff, and adults are here to support you.
4. Be prepared for class with supplies and assignments.
5. Follow classroom and school rules.
6. Treat our school and school materials with respect, keeping them clean and in good working order.
7. Help prevent bullying.

Use the parent handbook as an information guide throughout the year.

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Will Rogers - Parent Involvement Policy

Will Rogers - Parent Involvement Policy

Approved by School Site Council 4/24/24

Will Rogers will follow the guidelines developed with parent input as listed below in accordance with district, state, and federal guidelines. This policy will be distributed to parents of students enrolled in our Schoolwide Title 1 program and will be updated periodically.

Policy Guidelines

Will Rogers will convene an annual meeting each fall to explain

1. Parent Involvement Policy (this document)
2. School-Parent-Student Compact
3. Will Rogers Title I Program and the rights of our Schoolwide Title I parents.

1. Plans, Policies, and Compacts

Will Rogers will involve parents in an organized, and timely way, to review and improve planning and policy documents such as:

1. School-Parent-Student Compact
 - a. Our School-Parent-Student Compact was developed to ensure that all students have the opportunity to be successful at Will Rogers. It is a written agreement consisting of the expectations Will Rogers has in place for the students, parents and teachers at the school.
2. Parent Involvement Policy
 - a. The Parent Involvement Policy and a school handbook are distributed to all families at Will Rogers. It is reviewed annually.
3. School Plan
 - a. The School Plan which is written with input from the principal, the teachers, the English Language Advisory Committee (ELAC) and the School Site Council (SSC).
 - b. The Plan is approved by the SSC by each November.

2. Events and Meetings**Meetings**

Will Rogers invites parents to attend regular, scheduled meetings to formulate suggestions, share experiences with others, and provide input into the school plan.

These meetings include:

- PTA (Parent Teacher Association) Meetings
- ELAC (English Language Advisory Committee) Meetings
- SSC (School Site Council) Meetings

Events

Will Rogers also invites parents to attend events to explain information on specific grade level curriculum, student performance, and standards:

- Back to School Night
- Fall and Spring Parent Conferences
 - Fall Conference
 - Essential Grade level standards that students are expected to meet.
 - Materials and training on how to help your child be a successful student.
 - Spring Conference
 - Materials and training on how to help your child be a successful student.

3. Key Programs

- Title I program
 - The Will Rogers Title I program description is shared in the fall at ELAC, and SSC meetings in addition to the annual Title I program meeting held each fall.
- Student Success Team (SST)
 - The Will Rogers SST meetings are used as a vehicle to strengthen ties between home and school.

4. Student Assessments

- MAP (Measures of Academic Progress - mandatory for grades 2-11, optional for K-1)
- ELPAC (English Language Proficiency Assessment for California - mandatory for students whose primary language is not english)
- CAASPP (California Assessment of Student Performance and Progress for 3-5)
 - CCSS (Common Core State Standards)
 - Math Benchmarks
 - ELA (English Language Arts/literacy) Benchmarks
 - CSA (California Spanish Assessment - Grade 4)
- Accelerated Reader (AR, a reading proficiency acceleration service)
- MobyMax (support for improving student performance in targeted skill gap areas in multiple subject areas)
- Writing Samples
- Weekly Behavior Logs

5. Communication

- All correspondence to parents is sent home in both English and Spanish.
- The Will Rogers website is updated regularly in both English and Spanish
- Parent Square messages are sent to families in the languages of their selection
- Bilingual PTA Newsletters are sent out monthly with additional information about monthly school activities (i.e., Habitat work days, Book exchange, etc.)
- Parent Involvement Calendar posted on website will be the most up to date.
- Will Rogers shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such the parents understand.

Parent Involvement Calendar

<u>July</u> No School	<u>January</u> “My Body Belongs to Me” Presentations Parent Workshop 14 ELAC 5-6pm 14 PTA Meeting 6-7 Cafeteria 8 Victory Assembly 10 Book Exchange (7:30am) 24 Glow Dance
<u>August</u> 13 Kinder Meet and Greet @ 1pm 14 Donuts for grown-ups @ 8:15am-9:00am (Awning) 29 Back to School Night @ 6pm	<u>February</u> 4 ELAC 5pm-6pm 4 PTA Meeting Zoom 6-7pm 5 Victory Assembly 7 Book Exchange (7:30am) 28 Family Reading Night
<u>September</u> 4 Victory Assembly 6 Book Exchange 3 ELAC 5pm 3 PTA Public Meeting in Cafeteria @ 6pm 3 SSC @ 2:45pm in the Science Lab Habitat Work Day @ 3pm-5:00pm 25 Family Fall Picnic 12pm-1pm	<u>March</u> 3 ELAC at 5pm 3 PTA Meeting (6pm-7pm Cafeteria) 5 Victory Assembly 7 Book Exchange (7:30am)
<u>October</u> 1 10 ELAC, 4-5pm via zoom 1 PTA Board Meeting via zoom 2 Victory Assembly at 8:05am 4 Book Exchange (7:30am in the Cafeteria) Habitat Work day, 9-11am 9 School Site Council @2:45pm, Science Lab 16 Fit-a-thon 25 Dia de los Muertos	<u>April</u> 8 ELAC 5pm 8 PTA Meeting via zoom 6-7pm 9 Victory Assembly
<u>November</u> 4 Cowboy Dave; WR Day 6 Victory Assembly 8 Book Exchange (7:30am) 12 ELAC 5pm-6pm 12 PTA Meeting 6-7 Cafeteria 12 ELAC 5pm-6pm	<u>May</u> 5-9 Staff Appreciation Week 7 Victory Assembly 9 Book Exchange (7:30am) 13 ELAC 5pm PTA Meeting 6-7pm Cafeteria ELAC/EL Reclassification Celebration Dinner 5pm-6:30pm Family Picnic 5 th and Kindergarten Promotion Ceremonies
<u>December</u> 3 PTA meeting Zoom (6-7pm) 4 Victory Assembly 6 Book Exchange (7:30am)	<u>June</u>

Professional Development Plan

Will Rogers believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2024-25 school year, teachers at Will Rogers Elementary School will focus on the following trainings:

1. Instructional Best Practices (Bi-literacy)
2. Trauma Informed Practices
3. Social Emotional Learning

2022-23 School Accountability Report Card

Published January 2024



WILL ROGERS ELEMENTARY SCHOOL
316 HOWARD STREET, VENTURA, CA 93003
(805) 641-5496

VANESSA PEREZ, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

On behalf of myself and the entire Will Rogers staff, I would like to welcome you and your children to the 2022-2023 school year. Our excellent teachers, support staff, and I want to ensure that every child succeeds at the highest levels. Our goal is to support and encourage each child in becoming high-achieving, curious, respectful young scholars as they prepare for success in today's global world by achieving academic success through biliteracy, technology, and environmental stewardship. The Will Rogers community will prepare bilingual scholars to meet the global, technological, and environmental challenges of our planet Earth.

Being actively involved in your child's education is essential to developing a strong partnership between home and school. Together, we promote a positive, stimulating, and supportive learning environment that helps all children to succeed. We are a school where everyone shares in the responsibility for the success of our young scholars. We welcome your input and feedback. Always feel free to communicate with your child's teacher, me, or any other staff member.

Here's to a strong year of partnership, community building, inclusion, and a commitment to each of our amazing Will Rogers students.

Achieving academic success through biliteracy, technology and environmental stewardship.

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Will Rogers Elementary School

Will Rogers serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 410 students were enrolled, including 8.5% in special education, 37.1% qualifying for English Language Learner support, 2.7% homeless, 0.2% foster youth, and 58.5% qualifying for free or reduced price lunch. Strong ties between school staff, the community, and students strengthen Will Rogers' efforts to offer a standards-based curriculum fostering academic success.

Board of Education

DR. JERRY DANNENBERG
CALVIN PETERSON
JAMES FORSYTHE
ALICIA LAVERE
SABRENA RODRIGUEZ

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.7%	Kindergarten	60
Male	49.3%	Grade 1	65
Non-Binary	0.0%	Grade 2	88
American Indian or Alaskan Native	0.0%	Grade 3	71
Asian	0.7%	Grade 4	62
Black or African American	0.2%	Grade 5	64
Filipino	0.0%		
Hispanic or Latino	74.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.9%		
White	21.2%		
English Learners	37.1%		
Foster Youth	0.2%		
Homeless	2.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	58.5%		
Students with Disabilities	8.5%	Total Enrollment	410

Will Rogers is a fully implemented Two Way Immersion Program. English-speaking and Spanish-speaking students are combined in each classroom to receive daily instruction in both English and Spanish. The over-arching goals of the program are to promote bilingual and bi-literate competence for students. Details about the Two Way Immersion Program and dates for new parent information tours are available in the school office. Orientation for interested families is offered throughout the school year; orientation dates are available on the school website at (www.venturausd.org/willrogers/pages/twi_about.html).

Will Rogers' campus hosts the Jumpstart preschool program which provides bilingual (English and Spanish) literacy, mathematics, and school readiness curricula. Kindergarten teachers praise its success in promoting students who are better prepared for kindergarten.

After-school day care is available on campus through the After School Education and Safety (ASES) program through the district office.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated phone messages, Google calendars, the school website, school marquee, weekly classroom reports, PTA Facebook page, and informal flyers. Contact the principal at (805) 641-5496 ext. 1012 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Room Parent
- Garden/Habitat Volunteer
- Chaperone Field Trips
- Office Helper - Copy Clerk
- Library Helper
- Playground Supervision
- School Events
- PTA - Fundraising Committees
- Cross Country Team Support
- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Two Way Immersion PAC
- Superintendent's Parent Advisory Council

California Physical Fitness Test Results 2022-23					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	99.0%	99.0%	99.0%	99.0%	99.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	Will Rogers		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	18.46	30	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

School Activities

- Back to School Night
- Dia de los Muertos Fiesta
- International Day
- Orientations/Tours
- Meet & Greet Nights
- Fit-a-Thon
- Science Fair Night
- School Carnival
- Talent Show
- Read-a-Thon
- Spelling Bees (English & Spanish)
- After School Enrichment Opportunities

STUDENT ACHIEVEMENT

California Assessment of
Student Performance and
Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup

criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Will Rogers Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	62	60	96.77	3.23	30
Female	33	32	96.97	3.03	28.13
Male	29	28	96.55	3.45	32.14
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	45	43	95.56	4.44	13.95
Native Hawaiian or Pacific Islander					
Two or More Races					
White	13	13	100	0	76.92
English Learners	25	23	92	8	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3	3.7	7.69
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards						
	Will Rogers		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	34	35	47	47	47	46
Mathematics	26	31	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	196	192	97.96	2.04	35.42	196	194	98.98	1.02	30.93
Female	101	99	98.02	1.98	37.37	101	100	99.01	0.99	28
Male	95	93	97.89	2.11	33.33	95	94	98.95	1.05	34.04
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	153	150	98.04	1.96	24.67	153	151	98.69	1.31	20.53
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	35	34	97.14	2.86	73.53	35	35	100	0	65.71
English Learners	80	77	96.25	3.75	0	80	79	98.75	1.25	7.59
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	92	90	97.83	2.17	12.22	92	91	98.91	1.09	12.09
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	23	21	91.3	8.7	19.05	23	21	91.3	8.7	9.52

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Will Rogers' original facilities were built in 1938; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian and the principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Will Rogers. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Office Areas
- Restrooms
- General Cleaning & Custodial Functions

Restrooms are checked every hour throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1938
Acreage	7.9
Bldg. Square Footage	37546
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	7
# of Restrooms (student use)	2 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Jumpstart Program (Portable)	1
NFL (Portable)	1
Science Lab	1

Facilities Inspections

The district's maintenance department inspects Will Rogers on an annual basis in accordance with Education Code §17592.72(c)(1). Will Rogers uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 22, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Will Rogers in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention

policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in December 2023.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 22, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Auditorium Corridor - Cove base missing in multiple locations along the north wall; Auditorium Boys RR - Excessive peeling paint above the urinals; Classroom 14 - Ceiling tiles falling at the north door; Classroom 15 - Excessive paint peeling at the east wall by the ceiling; Classroom 16 - Countertop laminate is peeling at the sink; Classroom 19 - Carpet is buckling at the VCT carpet transition; Classroom 18 - Carpet is buckling at the VCT carpet transition on both sides of the room; Classroom 17 - Excessive peeling paint on the north wall and north low cabinets, sink cabinet laminate peeling on the doors; Classroom 23 - Countertop at sink is peeling; Classroom 3 - Excessive peeling paint at the west wall, sink cabinet doors are falling off their hinges; Classroom 6 - Sink cabinet doors are falling off the hinges, excessive peeling paint at the south side of the HVAC closet; Resource Room - Ceiling tiles missing, excessive peeling paint under the north windows
Cleanliness	✓			
Electrical	✓			Classroom 14 - Wiremold cover missing at the east wall ceiling; Classroom 25 - Wiremold end cap missing on the west wall; Classroom 27 - Electrical outlet cover plate is missing from the north wall; Classroom 1, 3 - Wiremold end cap missing on the north wall
Restrooms/Fountains	✓			Auditorium Girls RR - Center sink faucet does not function and knob is missing; Wing M Boys RR - Left sink does not function; Building B Girls RR - Right sink faucet does not function
Safety	✓			
Structural	✓			Auditorium - Cracked concrete wall above the middle north doors between door corners and windows; Building J exterior - Support posts in walkway have dry rot; Classroom 22 Exterior - Excessive rust at the south roof beam at the modular joint line; Classroom 23 - Water damaged ceiling tiles and roof leak at the north wall modular line
External	✓			Auditorium Corridor - 14 cracked or broken windows; Classroom 24 Exterior - South ramp transition is loose at the asphalt; Building A Exterior - Contrasting stripe missing from the south stairs; Classroom 4 - Cracked window at the north side windows; Classroom 5 - Three cracked windows on the south side windows
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	418	80	19.1
Female	217	214	48	22.4
Male	209	204	32	15.7
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino				
Hispanic or Latino	317	312	65	20.8
Native Hawaiian or Pacific Islander				
Two or More Races	13	12	2	16.7
White	92	90	13	14.4
English Learners	163	161	35	21.7
Foster Youth	--	--	--	--
Homeless	12	11	2	18.2
Socioeconomically Disadvantaged	254	248	56	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	9	20.5

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions								
	Will Rogers			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.62%	2.47%	2.58%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58%	0.00%
Female	1.38%	0.00%
Male	3.83%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.52%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.17%	0.00%
English Learners	3.07%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.33%	0.00%
Socioeconomically Disadvantaged	2.36%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.82%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assigned teachers and campus safety assistants are strategically assigned to designated areas to supervise students. During recess, the principal and campus safety assistants monitor playground activity. The principal, recess teachers, and campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and campus safety assistants are in designated areas to ensure a safe and orderly departure.

Will Rogers is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Will Rogers' discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide to develop school rules and minimize classroom disruptions. Teachers follow the Second Step curriculum social-emotional strategies model to define, infuse, and reinforce life skills which promote self-control, responsibility, respect, and good citizenship. Will Rogers Elementary has implemented Second Step schoolwide; teachers use Second Step to establish positive behavior expectations for all grade levels.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal visits each classroom to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Will Rogers employs a progressive approach in managing student behavior.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		4	
1	20.0	1	3	
2	24.0		3	
3	25.0		3	
4	27.0		3	
5	35.0			2
2021-22				
K	23.0		3	
1	23.0		4	
2	23.0		3	
3	22.0		3	
4	32.0		2	1
5	34.0			2
2022-23				
K	24.0		2	
1	26.0		2	
2	22.0		4	
3	24.0		3	
4	32.0		1	
5	63.0			2

*Number of classes indicates how many classes fall into each site category (a range of total students per class).

***Other* category is for multi-grade level classes.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Will Rogers Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Will Rogers Elementary School had the opportunity to participate in districtwide staff development training focused on:

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training
- EL PAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- EL PAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Will Rogers Elementary School's staff development activities concentrated on:

- Response to Intervention
- Daily Five
- MAP Assessment Training
- Theme Based Units
- Visible Thinking
- Developing Mathematical Ideas
- Technology Training
- Social Emotional Learning (Second Step)
- Two-Way Immersion

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 10, 2023, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	2
Misassignments	2	0
Vacant Positions	0	1
Total Teachers Without Credentials and Misassignments	2	3

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0.1	0
Total Out-of-Field Teachers	0.1	0

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.5	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.4	87.98	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	11.4	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.57	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	17.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	83.33	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	3	16.13	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0.1	0.54	43.2	6.6	15831.9	5.67
Total Teaching Positions	18.6	100	654.7	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Counseling & Support Staff

Will Rogers provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Will Rogers' students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.5
Psychologist	2	0.4
School Nurse	1	0.2
Library Clerk	1	0.4
Computer Lab Technician	1	0.5
Bilingual Paraeducators	3	1.3
Intervention Teachers	2	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Will Rogers Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Will Rogers Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Will Rogers	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,872	N/A	N/A	N/A	N/A
Restricted (Supplemental)	802	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,070	6,550	92.7%	7,607	86.1%
Average Teacher Salary	69,912	79,491	N/A	90,632	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

Teacher and Administrative Salaries 2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	129,391	146,440
High School	133,862	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Will Rogers Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

School Site Council Bylaws

BY-LAWS OF THE WILL ROGERS ELEMENTARY SCHOOL SITE COUNCIL**Article I – Name**

The name of the council shall be the Will Rogers School Site Council (SSC).

Article II – General Purpose

The Council will assist school staff in the development, implementation and evaluation of educational programs as required by the Will Rogers Elementary School Plan for Student Achievement.

Article III – MembershipSection 1. Members

The Council shall consist of ten members constituted to ensure parity between principal, teachers, and other school personnel and parents. Members are:

- A. Principal (1)*
- B. School Staff: teachers (3); staff (1)
- C. Parent, guardians and relatives of K – 5 students (5)

*Responsibilities: The principal has the responsibility for seeing that district programs, legal code requirements, district administrative regulations and board policies be considered and adhered to in program determination. The principal shall be responsible for the promotion of full and effective compliance with plans.

Section 2. Termination/Removal

Council membership shall terminate automatically when a member no longer meets the criteria set forth in Article III, Section 1. The Council can suspend or expel a member with a majority vote of the full Council membership.

Section 3. Resignation

Any member may resign by filing a written resignation with the Council.

Article IV – Procedure for Electing Members

- A. The group he/she represents shall elect each council member. Elections will be held during the months of August and September.
- B. Council members may nominate themselves.
- C. Any vacancy of the Council shall be filled by selection by the peer group on the Council in which the vacancy occurs.

Article V – Term of Office

The Principal shall serve as a permanent member of the Council. Remaining Council terms will be for two (2) consecutive years. All terms shall commence in the beginning of the school year and terminate at the end of the school year. Members may not serve more than 2 consecutive terms or a total of four (4) years, with the exception of the Principal.

Article VI – Voting Rights

Each member shall be entitled to vote and may cast that vote on a matter submitted.

Article VII – OfficersSection 1. General

The Council shall hold an election at the first meeting of each term and by the majority vote elect a Chairperson and such officers as deemed necessary by the Council. Each officer shall serve a one year term. Officers can be removed in accordance with Article III, Section 2.

Section 2. Duties

A. The Chairperson shall:

1. Coordinate the work of officers and the Council to facilitate the promotion of the stated purpose.
2. Preside at all meetings of the Council.
3. Prepare and distribute meeting agendas.
4. Meet regularly with the Principal.

Article VIII – Council MeetingsSection 1. Meetings/Special Meetings

There shall be a minimum of five meetings a year. Additional meetings may be called by agreement of the Principal and Chairperson or by majority vote of the Council.

Section 2. Meeting Location

Council meetings will be held at the school at 316 Howard Street, Ventura, California or via Zoom.

Section 3. Notice of Meetings

Public notice shall be given no less than seventy-two (72) business hours in advance of the meeting and shall include the date, time, location, and agenda topics. Any change in the date, time or location must be given special notice.

Section 4. Quorum

The presence of six elected Council members shall be required in order to constitute a quorum necessary for the transaction to conduct business of the Council. All decisions of the Council except as required by the Bylaws shall be made by a majority vote of the members in attendance provided a quorum exists.

Section 5. Conduct of the Meeting

All regular and special meetings of the Council shall be conducted in accordance with Robert's Rules of Order which may be revised and modified from time to time.

Section 6. Agenda Items

Council members who wish to place an item(s) on the agenda shall submit such in writing to the Principal at least five (5) school days in advance of the scheduled meeting.

Article IX – Amendments

Amendments to the Bylaws shall be made with the vote of a quorum of elected Council members.

Approved on: 9/20/23